



Special Educational Needs Information Report

September 2017

Beckley CE Primary School

Related Statutory policies for schools (are referred to in this report)

Schools are required to have the following policies in place:

(DfE advice published February 2014)

Accessibility Plan

Behaviour Principles written statement

Child Protection policy and procedures

Early Years Foundation Stage

Equality Information and Objectives statement

Supporting pupils with medical conditions

Relevant but non-statutory policies include:

Special Educational Needs Policy

Pupil Premium

Teaching and Learning

Assessment

Vision: At Beckley Church of England Primary School our whole ethos is firmly rooted in its Christian foundation: Therefore, the way that all people are treated – with care and respect, enabling everyone to grow spiritually and emotionally; fostering imagination and developing a deep sense of personal identity and self-worth, all through the loving example of Jesus Christ, is of utmost importance to us. We celebrate differences and enjoy similarities, ensuring that everyone who is part of our school community has opportunities to flourish. These values are worked out on a daily basis through our mission statement which is embedded into every aspect of school life:

'Achieve, Believe and Care'

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also linked to our SEN policy. For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.

2. Which children does the school provide for?

We are a federated Primary School, with Peasmarsh CE Primary School, who admit pupils from age 4 -11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with a Statement or Education, Health and Care Plan, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

- Beckley CE Primary School admissions policy www.beckley.e-sussex.sch.uk

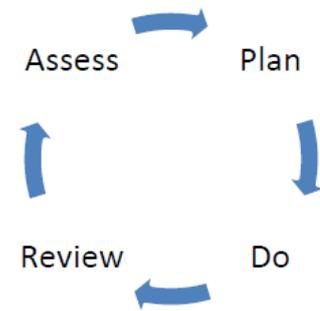
- [school admissions- East Sussex.gov.uk](http://school.admissions-EastSussex.gov.uk)

- contact Information for Families for admissions advice 0345 60 80 192

3. Summary of how the school meets the needs of children with SEN and disabilities

Our school aims for every child to access a challenging and engaging curriculum which allows them to learn about being healthy individuals and have respect for other cultures and values.

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and Special Educational needs co-ordinator (SENCO) to discuss next steps and will then enter the assess, plan, do, review system which you as a parent will be involved in and contribute to each stage. Below shows a diagram of this process.



If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

4. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including Speech and Language difficulties and Autism
- **Cognition and learning** – including developmental delay, and specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, Attention Deficit Hyperactive Disorder or attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, Dyspraxia, Cerebral Palsy and other physical disabilities or medical conditions which affect a child's learning.

We share information about additional needs of individuals at transition meetings and before they enter the school. All children are screened for language difficulties during their first year in school.

To ensure that all children achieve and make progress, class teachers have regular meetings with the SENCO to discuss each child's progress using the school's tracking and assessments. These discussions include concerns they may have about a child's progress and from this, a decision will be made as to whether a child needs assessments carried out by the SENCO or whether to involve an outside agency. If the latter is decided we would invite the child's parents to a meeting to discuss our findings and next steps, ensuring that parents are fully involved in any decision about the programme their child is to have.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SENCO will inform you of any additional support given to your child and invite you to review and discuss this regularly throughout the year.

5. How does the school teach and support children with SEN?

The first response will be high quality first teaching targeting areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, will assess whether the child has SEN. From this additional information will be gathered, including the views of the child and parents, so that a suitable response to the need of the child can be made.

Any intervention planned is evaluated at the start and end to show impact on the child's needs or learning. This is reviewed regularly by the SENCO and class teaching through pupil progress meetings.

The quality of teaching for pupils with SEN is monitored regularly through lesson observations, book scrutiny, pupil voice and data capture. When a need is recognised training and support is provided.

6. How will the curriculum and learning environment be matched to my child's/young person's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this (see school website) www.beckley.e-sussex.sch.uk as well as talking with the children and parents as part of the SEN support cycle (assess, plan, do, review)

The support they receive may be provided through working within smaller groups or intervention groups. These may be run in or outside of the classroom, by a teacher or trained teaching assistant, by an outside agency or specialist such as speech and language therapist.

The school has an allocated SEN budget for managing extra resources or support. We also have an annual allocation of Pupil Premium funding, which is specifically used to improve attainment for children who receive free school meals.

You can also find information about each year group's curriculum on the school website www.beckley.e-sussex.sch.uk or by asking the class teacher.

7. How are parents and carers involved in reviewing children's progress and planning support?

We operate an open door policy and meetings can be arranged anytime between parent and staff to discuss progress, concerns or ways to support a child at home. These meetings can be arranged through the school office. Other communication tools include: the school website www.beckley.e-sussex.sch.uk, bi-weekly newsletters informing parents of dates, events and items of school news and a school text message and email service.

There are two parent consultation evenings throughout the year and a final written report at the end of term 6. Parents also have the opportunity to discuss the written report with the class teacher.

Additional to the above, children with SEN needs are also invited to SEN review meetings three times a year. These will be carried out by the SENCO and may involve class teachers and teaching assistants. It is an opportunity to review, discuss and assess provision maps, interventions and progress.

If a child is on an Education, Health and Care Plan (EHCP) they have an annual review and this is one of the review meetings stated above.

We also run a parent forum every term. These could be on a range of subjects, for example, how we teach maths calculation or how ICT can be used to support home-school learning.

8. How are children involved in reviewing their progress and planning support?

Below is a table to demonstrate the different opportunities for talking to children about their learning.

Action	Who's involved?	How often?
Self-assessment	pupil, class teacher	Daily
Class Circle times	pupil, class teacher	weekly
School Council	Class, class teacher, Senior Leader member	Termly
Pupil Voice	Pupil, SENCO, class teacher	At least three times a year
SEN support review meetings	Pupil, parents, class teacher supported by SENCO	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, class teacher, support services, Local Authority.	Once a year

9. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

Children are supported to make the transition to our reception class by the Early Years teachers, who often visit the child's pre-school nursery. Children are also invited to taster sessions in Term 6 and the teacher holds parent consultations to discuss the initial start and any other relevant information.

There is a clear structure regarding transition from Year 6 to Year 7. This includes children attending taster days at their respective secondary schools, as well as a transition manager visiting our school to talk to the children and discuss any worries and concerns that they may have. Where there is a particular need, members of our own staff may accompany children to their secondary school to ease any additional worries. We aim for a smooth transition by passing on all relevant information and test results to the child's chosen secondary school.

We will ensure that all records including any EHC plans, resources and support reports are passed on as soon as possible to relevant schools. We will also contact the school SENCO ensure they are fully aware of the arrangements and needs that need to be made for your child.

10. Who do I contact about my child's special educational needs?

Your first point of contact at school is the child's class teacher.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational need, including those who have EHC plans. They also provide professional guidance to school staff and work closely with parents and other services that provide for children in the school.

SENCO : Mr Simon Thurston

Contact: office@beckley.e-sussex.sch.uk

Telephone: 01797 260324

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. Everyone involved in supporting a child is monitored by the Senior Leader Team (SLT) and Governors to ensure that training is being used to its full potential.

SENCO – Qualified Teacher Status

TAs: Our support staff are trained in delivering Phonics, Bullseye, Jump Ahead, First Class at Maths, and basic Speech and Language programmes. All staff have received training about supporting children with dyslexia and we have one TA who is a dyslexia specialist.

Lunchtime assistants: training in structured playtime activities and zoning.

Paediatric first aiders: Mrs Nash, Mrs Startup

Medication administer: Mrs Bettley, Mrs Langridge

We have a wide range of training available to us:

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)

[Inclusion Development Programme- idponline.org.uk](http://idponline.org.uk)

[Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to aim for all children to achieve. We review whether our teaching and programmes of intervention have made a difference to each child. We use information systems to monitor the progress and development of all pupils. This assists us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.

We send home a parent questionnaire then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

Our last OfSTED Report in 2014 commented:

'Parents and carers have very positive views of the school and feel their children are happy, safe and cared for well.'

'Pupils, staff and parents and carers are proud of their school and value the caring, family ethos.'

13. How accessible is the school and how does the school arrange equipment or facilities children need?

At Beckley, we recognise and accept our equality duties as set out in the Equality Act 2010 and seek to foster a warm and welcoming environment where we respect others and resolve conflicts peacefully and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but endeavour to ensure these do not become barriers to learning in anyway.

We will consider whether to provide supplementary support which is directly related to disabled children's education needs as a reasonable adjustment, particularly where the child's needs are not provided for under an EHCP.

We have a disability and accessibility plan as well as a policy on supporting pupils with medical conditions (available on request). The school site is wheelchair accessible and we have an accessible toilet which is large enough to accommodate changing. Visual timetables are used in classrooms with environments that are fully accessible and inclusive for all learners.

14. How will my child/young person be included in activities with other children, including school trips?

We aim for all children to access our activities and the school plans carefully, making accommodation for those with special needs. A risk assessment is undertaken before the trip to assess all aspects and possible outcomes. If the child has severe complex needs we plan the trip with the parent (or encourage them to accompany their child) so that all feel confident and the best possible outcome is achieved.

Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

We are an inclusive school and we welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. Relationships between staff and pupils are very strong; this has created a safe and secure environment in which children feel confident to approach any member of staff if they are experiencing difficulties. All staff deal sensitively with issues, and there are clear policies and procedures in place for reporting concerns. These policies include Administration of Medicines, Behaviour and Discipline, Anti-Bullying, Safeguarding and e-safety. Some of these policies can be found on the school's website. www.beckley.e-sussex.sch.uk

The school has an active school council, which has a strong pupil voice within the school. Views are listened to and acted upon where appropriate.

We run a wide range of after school clubs open to all children. These are changed on a termly basis in order to create the opportunities for as many of our children to be involved as possible.

The school runs a system of play leaders and buddies to support social skills development and self-esteem at lunchtimes.

The school has a system of sanctions and rewards for behaviour management for all children please see our behaviour policy on www.beckley.e-sussex.sch.uk Additional behaviour plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. This may include the school working with other services such as Education Support, Behaviour & Attendance Service (ESBAS) or Child and Adolescent Mental Health Services (CAMHS).

We target children's emotional and mental wellbeing through a curriculum in PSHE, circle times and assemblies. We also run nurture groups for pupils in which, we look at emotions and how we can express and deal with them in an appropriate manner. We also use COPES as a counselling service for children and families.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.

16. What specialist services does the school use to support children and their families?

We work closely with other services to provide the best care suitable for each individual. The services we are involved with are as follows;

- CLASS (Communication, Learning and Autism Support Service)
- COPES (Counselling)
- School Nurse.
- TEAL (Travellers and English as another Language)
- ISEND
- ESBAS
- Play Therapy
- SALT (Speech and Language Therapy)
- Torfield Outreach

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

You can find out more about the full range of services who work with schools at:

<http://www.eastsussex.gov.uk/localoffer>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

17. Where can I get information, advice and support?

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

Parent information Contact

<https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/>

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

18. What do I do if I am not happy or if I want to complain?

This information is intended to give you a clear, accurate and accessible overview.

If you would like to comment on the content or make suggestions to improve the information, please email office@beckley.e-sussex.sch.uk

If you find that you are not satisfied with the schools procedures please ensure you communicate these as soon as possible as we encourage and value early communication between parents and the school. We do have a complaint procedure policy that states the steps you need to take if you wish to make a complaint.